

KINDERGARTEN UNIT: Animals Live Here!

CCLS Aligned Unit 1 (based Upon Unit 2 of the Scott Foresman Series)

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UNIT RATIONALE: Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, and use technology and digital media strategically and capably.

What is the Organizing Center of this Unit? The Research Process

Measurable Learning Targets: What will students know and be able to do by the end of this unit?

Independently identify from informational texts read:

Main idea, supporting details, use of facts, text illustration, organization as a trait of writing.

Effectively develop in own writing:

Guiding questions for research, main idea, supporting detail, use of facts from varied sources, research process, revision, text, illustration, note-making.

Independently demonstrate foundational skills:

Follow words left to right with guidance, recognize that spoken words are represented by text, understand that words are separated by spaces, recognize some high-frequency words by sight.

Demonstrate speaking and listening skills:

Active listening, taking turns while others speak, speaking clearly, sharing facts found, asking questions for clarification, using drawings to share details.

Apply conventions of Standard English:

Use upper and lowercase letters appropriately, spell some simple words phonetically, sort picture facts into categories, revision in conversation, research with assistance from older peers or adults.

Essential Questions:

Where do we find information about animal habitats?

Which tools can help us organize our facts?

Which tools can help us locate and organize our facts best?

How can we share our research in ways that will matter to others?

When does it make sense to revise our thinking and work?

ALIGNMENT OF INSTRUCTIONAL MOMENTS, PURPOSES, AND RESOURCES

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	Targeted comprehension, fluency, listening and speaking and/or language skills.	Textbook leveled readers RUBRICS CHECKLISTS ANNOTATED RECORDS
LITERATURE STUDY	<ul style="list-style-type: none"> • Main Idea • Supporting Details • Use of Facts • Text • Illustrations • Organization as a Trait of Writing • Sequence of Events • Active Listening • Taking turns while others speak • Speaking clearly • Sharing found facts • Asking questions for clarification • Using drawings to share details 	Individual or small group-selected text relevant to research topics RUBRICS CHECKLISTS ANNOTATED RECORDS
INTERACTIVE READ ALOUD	<ul style="list-style-type: none"> • Main Idea • Supporting Details • Use of Facts • Text • Illustrations • Organization as a Trait of Writing • Sequence of Events • Active Listening • Taking turns while others speak • Speaking clearly • Sharing found facts • Asking questions for clarification • Research Process • Revision 	<i>Life in an Ocean</i> by Caro I K. Lindeen <i>Armadillos Orange</i> by Jim Arnosky <i>Animal Babies in Grasslands</i> by Jennifer Schofield <i>Bear Snores On</i> by Karma Wilson <i>A Bed for the Winter</i> by Karen Wallace Optional: <i>(Whose Garden is it?</i> by Marianne Hoberman) RUBRICS CHECKLISTS ANNOTATED RECORDS

MOMENT:	PROVIDES TEACHERS POTENTIAL TO FORMATIVELY ASSESS:	USING THESE RESOURCES:
INDEPENDENT READING	<ul style="list-style-type: none"> Sort facts into categories Main Idea Supporting Details Text Illustration Organization as a Trait of Writing Sequence of Events 	<p>Student-selected texts</p> <p>RUBRICS CHECKLISTS ANNOTATED RECORDS</p>
GUIDED WRITING	Targeted Writing Skills	<p><i>Life in an Ocean</i> by Carol K. Lindeen <i>Armadillos Orange</i> by Jim Arnosky <i>Animal Babies in Grasslands</i> by Jennifer Schofield <i>Bear Snores On</i> by Karma Wilson <i>A Bed for the Winter</i> by Karen Wallace</p> <p>Optional: <i>(Whose Garden is it?</i> by Marianne Hoberman)</p> <p>RUBRICS CHECKLISTS ANNOTATED RECORDS</p>
INVESTIGATIONS	<ul style="list-style-type: none"> Guiding Questions for Research Main Idea Supporting Details Use of Facts from Varied Sources Research Process Revision Text Illustration Note Making Sequence of Events Correctly use the words, facts, research, and revision in conversation 	<p>Student-chosen or small-group selected texts Text shared by Skype Reading Tutor Teacher generated models</p> <p>RUBRICS CHECKLISTS ANNOTATED RECORDS</p>
INDEPENDENT WRITING	<ul style="list-style-type: none"> Use upper and lowercase letters correctly Form plural nouns by adding s Expand complete sentences Spell simple words phonetically Sort facts into categories Main idea Supporting Details Use of Facts from Varied Sources Research Process Revision Text Illustration Note Making Sequence of Events 	<p><i>Life in an Ocean</i> by Carol K. Lindeen <i>Armadillos Orange</i> by Jim Arnosky <i>Animal Babies in Grasslands</i> by Jennifer Schofield <i>Bear Snores On</i> by Karma Wilson <i>A Bed for the Winter</i> by Karen Wallace</p> <p>Optional: <i>(Whose Garden is it?</i> by Marianne Hoberman)</p> <p>RUBRICS CHECKLISTS ANNOTATED RECORDS</p>

Which 21st Century Literacy Skills and Strategies Will Learners Use?

Learning and Innovation Skills

- **Critical thinking and Problem solving**
- **Creativity and Innovation**
- **Communication and Collaboration**

Information, Media, and Technology

- **Information Literacy**
- **Media Literacy**
- **Information Communication & Technology**
- **Literacy (CT)**

Life and Career Skills

- **Flexibility and Adaptability**
- **Productivity and Accountability**

What Will Learners Create and Share with Authentic Audiences? Students will present a video recorded puppet show demonstrating what they have learned about animals and animal habitats. Students will share a minimum of two animal habitat facts that they learned within the presentation. This will be produced as a written assignment, using the iPad applications using Draw 4 Free and Story Kit. Students will also use the flip cameras (or some form of video recording device) to record and download their puppet shows for viewing. These drafts will be housed online and shared via Skype with a global audience, who may provide feedback in order to prompt revision or learn from these writers.

Alignment to the Standards

Reading Literature (RL)

RL.K.1	RL.K.7
RL.K.3	RL.K.9
RL.K.4	RL.K.10
RL.K.5	RL.K.11

Reading Informational Text (RI)

RI.K.1	RI.K.7
RI.K.2	RI.K.9
RI.K.3	RI.K.10
RI.K.4	

Writing (W)

W.K.2	W.K.7
W.K.5	W.K.8
W.K.6	W.K.11

Reading: Foundational Literacy Skills (RF)

RF.K.1	RF.K.1a
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Listening and Speaking (LS)

LS.K.1	LS.K.3
LS.K.1a	LS.K.5
LS.K.1b	LS.K.6
LS.K.2	

Language (L)

L.K.1	L.K.5a
L.K.5	L.K.6

